DOCUMENT RESUME

ED 462 144 PS 030 044

AUTHOR	Spears, Ellen, Ed.
TITLE	Partners: Forging Strong Relationships.
INSTITUTION	Southern Regional Council, Atlanta, GA.; Northwest Regional Educational Lab., Portland, OR.; Bank Street Coll. of Education, New York, NY.
SPONS AGENCY	Corporation for National Service, Washington, DC.
PUB DATE	1999-00-00
NOTE	10p.; Published quarterly by the Southern Regional Council as part of the LEARNS Partnership.
AVAILABLE FROM	Northwest Regional Educational Lab., 101 SW Main, Ste. 500, Portland, OR 97204. Tel: 800-361-7890 (Toll Free). For full text: http://www.nwrel.org/learns/tutor/sum1999/sum1999.html.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	TUTOR; Sum 1999
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Agency Cooperation; Cooperation; Cooperative Planning; *Cooperative Programs; *Partnerships in Education; Program Descriptions
IDENTIFIERS	Business Community Relationship

ABSTRACT

This newsletter issue asserts that sound, effective relationships in which diverse groups of people and organizations work together toward a common goal are the basis of the collaborative efforts in education that can accomplish change. The first article, "Partners: Forging Strong Relationships" (Sarah E. Torian), briefly describes the efforts of the "Volunteer Muskegon" tutors in Muskegon, Michigan and the Georgia Mutual Assistance Association Consortium as examples of effective collaborative programs. Other articles are: "Service-Learning Resources" (Amy Blake); "Lessons from the Field: Projects Learn with Their Partners" (Gale Greenlee); "Seniors for Schools in Massachusetts" (Sarah E. Torian); "How Can Service-Learning Strengthen Tutoring Partnerships?"; and "How's Our Program Doing? A Self-Assessment Tool Designed for Use by All Program Stakeholders." (EV)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 462 144

Partners: Forging Strong Relationships.

Tutor, Summer 1999

Ellen Spears, Editor

Produced by the Southern Regional Council
as part of the *LEARNS Partnership*

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PS 030044

PS 030044

The TUTOR

Produced at the Southern Regional Council
as part of the LEARNS Partnership

Partners: Forging Strong Relationships

By Sarah E. Torian

The America Reads Challenge asks each of us to identify what we can do "to help all of our children to read independently and well by the end of third grade." As tutors, program staff, and educators, we have accepted that challenge. But we can't meet that goal alone. By building strong relationships and partnerships with the people and organizations in our communities and by enlisting their support, knowledge, and resources, we can nurture strong, independent readers and bolster our communities.

Sound, effective relationships in which diverse groups of people and organizations—including businesses, colleges, schools, and community organizations—work together toward a common goal are the basis of the collaborative efforts that can effect change.

Collaborations, according to Suzanne Morse, of the Pew Partnership for Civic Change, are the "processes allowing a multitude of stakeholders to work together toward a common purpose, building on the community's resources, talents, and assets" in which "all parties contribute to and have a stake in the outcomes."

This issue of *The Tutor* will provide you and your project with:

- Resources to help forge strong relationships with your community's stakeholders;
- Lessons learned by projects;
- An activity you can do with the partners to assess your relationships.

Partners in the School

In Muskegon, Michigan, Project Director Sue Wierengo and the **Volunteer Muskegon** tutors learned valuable lessons about building relationships within schools. They initiated their America Reads project last fall in two schools and got off to a rocky start. One of the principals had a bad experience with a volunteer group that had made promises it did not keep. Six months after the new project started, their relationship was still strained. "I finally went to see her one afternoon," explains Wierengo. "I said, 'We got off on the wrong foot, but we really care about these kids and want to help.' I took all the blame for the relationship starting off rough and she really came through; we got a fresh start!"

That experience taught Volunteer Muskegon an important lesson: patience. Taking the time to fully explain your project, your background, your goals, and what you expect from a partner sets the foundation for a successful relationship. "You need to help all involved understand the project and get their buy-in," Wierengo says. "It's easy when you are excited about the potential of your project, to want to charge ahead. You need to give people time to see that potential themselves."

Teaming up with teachers posed a different challenge to the volunteers and staff of Volunteer Muskegon. They were all receptive to the project after meeting the volunteers, but their busy schedules were a problem. The solution was to fit meetings with the teachers into the small timeslots teachers have available. "We served them breakfast!" says Wierengo. Tutors, teachers, and project staff met regularly in the mornings for discussions of the students' progress.

Visit our LEARNS website: www.nwrel.org/learns

CORPORATION FOR NATIONAL SERVICE

SUMMER 1999

The TUTOR is your source for topics of interest to education-focused National Service projects.

IN THIS ISSUE

Partners: Forging Strong Relationships 1
Service-Learning Resources ... 2
Lessons from the Field 3
Seniors for Schools in Massachusetts 4
How Can Service-Learning Strengthen Tutoring Partnerships? 6
How's Our Program Doing? A Self-Assessment Tool 7
About LEARNS 8

Northwest Regional Educational Laboratory

Bank Street College of Education

Southern Regional Council

404-522-8764

The extra effort to adjust to the teachers' schedules paid off. "The teachers and tutors really became partners," Wierengo explains. "The tutors were encouraged to hear improvements that the teachers had noticed and the teachers had some wonderful ideas for the tutors."

Partners in the Community

Melissa Range and the staff of **Georgia Mutual Assistance Association Consortium (GMAAC)** have learned to identify the community organizations that can strengthen their tutoring efforts. GMAAC, located 15 miles northeast of Atlanta in Clarkston, Georgia, provides resources, including citizenship classes, legal assistance, and tutoring, to refugees. During its first year, GMAAC's America Reads project served more than 40 children from Bosnia, Somalia, Iraq, Rwanda, and more. To effectively serve such a diverse population, GMAAC draws upon a network of local organizations. "We partner with many of the refugee organizations in the area," explains Range, coordinator of GMAAC's youth program. "Several are resettlement agencies. They help the families get settled and refer them to us."

These organizations do not simply refer families to GMAAC; they offer specialized experience and knowledge to each other. Range, who began her service at GMAAC last December, explains, "For me, it's a question of who has been doing this longer than I have and how can they help me?" Once she decides who to draw on, she determines what she can offer them. "Keep the phone lines open and let people know you are willing to help," advises Range.

GMAAC has also forged strong relationships with several professors at a local college. This support enabled them to recruit a large number of volunteers. One professor arranged for GMAAC to speak to his classes about volunteering. He even agreed to offer students extra credit if they volunteered regularly. The idea caught on and six other professors are now helping GMAAC recruit volunteers. "They were some of our best volunteers last year," Range says. "This step gets them in the door, but after connecting with the children, they keep coming—even after their classes are over."

The relationships that we build with people and organizations around us are of infinite value. They open doors, answer questions, provide resources, and broaden the reach of a project. Developing them requires flexibility, reciprocity, and communication.

Service-Learning Resources

By Amy Blake

Looking for a manual on service-learning ideas? Want to talk to someone with first-hand experience in service-learning? The National Service Learning Clearinghouse and the National Peer-Based Service-Learning Training and Technical Assistance Exchange, might be just what you have been looking for.

When you need service-learning publications, program profiles, or research, call on the **National Service Learning Clearinghouse**. The Clearinghouse collects and disseminates a broad array of resources for national service programs. You can access Clearinghouse information by phone, e-mail, and internet and information specialists will assist you in locating what your program needs.

The Clearinghouse can: answer questions about all aspects of service learning; offer searchable databases of library resources, program descriptions and contacts, and service learning events; and direct you to other service-learning materials.

Anyone can search the Clearinghouse collection on the internet (http://umn.edu/~serve). You'll find everything from research bibliographies to listserv archives, and many full publications are available. You are also invited to contribute materials to the database.

The Clearinghouse also administers listservs on service-learning in K-12 and higher education, providing a forum for discussions about policy, practice, and problem-solving.

If you need a peer in addition to a publication, the **National Peer-Based Service-Learning Training and Technical Assistance Exchange** is the resource you've been looking for. The Exchange provides support through a network of peer mentors. Skilled service-learning practitioners work one-on-one with Learn and Serve staff and others new to the field. Through phone, email, and some in-person consultation, they share their expertise and insight.

The Exchange, serving 50 states through one national and five regional centers, directs you to other resources, including regional events and Clearinghouse materials. Its web site offers an online newsletter with professional development tips and information from the national and regional centers.

Peer mentors represent all the service sectors of Learn and Serve programs: K-12, higher education, community-based organizations, and tribal programs. They can help you connect service with curricula, partner with stakeholders, prepare evaluation tools, and much more.

Learn and Serve America National Clearinghouse: 800-808-SERV (7378); http://umn.edu/~serve.

National Peer-Based Service-Learning Training and Technical Assistance Exchange: 877-LSA-EXCHange (877-572-3924), indicate your region (Atlantic, North Central, Pacific, Southern, or Southwest); http://www.lsaexchange.org.

Lessons from the Field:
Projects Learn with Their Partners

By Gale Greenlee

As much as funding and a good supply of books and volunteers are necessary for a strong program, the relationships you form with communities, schools, parents, and volunteers are directly related to your program's success. Here are tips from the field that may help you create productive partnerships in your program.

✔ **ESTABLISH COMMON GROUND AND TRUST.**

In St. Paul, Minnesota, the partnership between Metropolitan State University (MSU) and Daytons Bluff Elementary started when MSU's president and the school's principal met at a community function. "The two agreed that their schools should work together for mutual benefit and a partnership was formed," says Meredith Oyen, program coordinator of **America Reads at MSU**.

She attributes the success of their collaboration not only to a meeting of the minds, but also to the fact that "the relationship was built on trust and open communication."

This trust and honesty came into play when MSU proposed a program model best suited for a different population. According to Oyen, school officials responded saying, "Take it to the suburbs. This won't work on the East Side." Trusting the school's judgment and "respect [ing] the depth to which they know and understand their constituents," Oyen and MSU reshaped the program to fit the schools' needs.

✔ **COMMUNICATE!**

For Alison Groene, a VISTA working with the **America Reads program at Southwest State University** in Marshall, Minnesota, communication is central to the program's success. Early on, SSU formed an advisory committee of school and university staff and community members to map the program's direction. "Understanding everyone's expectations was necessary, as was determining collectively whether the expectations were realistic," says Groene.

Knowing that teachers have limited time, Groene also developed a "Teacher-Tutor Journal," to facilitate communication between school staff and volunteers. Tutors can ask questions about a student's progress, and receive suggestions from teachers.

✔ **CLARIFY ROLES AND RESPONSIBILITIES.**

Foster Grandparents (FGP) Special Projects Coordinator Rileyne Brown also stresses the importance of open communication, especially in terms of clarifying each partner's role. "I think for a volunteer program to be successful, the partners need to clearly state at the beginning what the objectives are, and what each partner will contribute."

As part of FGP's agreement with schools in Roseville, California, the school district offers meeting space, finger printing, and special tutor trainings. In return, the **Roseville Reads Literacy Project** provides tutors and intergenerational bonding.

✔ **INVITE PARTNERS TO SHARE THEIR EXPERTISE.**

Caitlin Scott is the assistant director of youth education for **America Reads** at Oberlin College in Oberlin, Ohio. She describes the partnership with Oberlin Public Schools as "many voices creating a rich harmony."

What's their secret? Teacher participation plays a vital part. "When looking for tutoring techniques to make a program really sing, we encourage America Reads initiatives to go to their local, master music-makers—the teachers," says Scott. Every other week, a participating teacher conducts a tutor workshop on reading assessment, children's developmental levels, and art and writing in tutoring sessions. "Tutors, who are trained by the teachers they work with, are best able to harmonize their one-on-one tutoring with the child's classroom setting," notes Scott.

✔ **PRACTICE TEAMBUILDING AND RECIPROCITY.**

As director of **USC Readers**, Richard Cone sends Federal Work Study students from the University of Southern California to tutor at local elementary schools. To strenghten partnerships, Cone tries to build cohesion between tutors and school staff. "We work to convince school staff and our tutors that we are all on the same educational team, and that our tutors are there to augment their work," says Cone.

In the spirit of reciprocity, USC Readers does more than just tutoring. "We attend functions and serve on advisory boards," he says. "We remind ourselves that we are there to serve them, their faculty, their children. Integrity is the best foundation for any relationship."

✔ **PROVIDE INCENTIVES FOR YOUR PARTNERS.**

In Philadelphia, VISTA Emma Lattimore teamed up with a counselor at a local elementary school to create a family literacy program. To involve parents as partners, the **National School and Community Corps** offers weekly sessions for them to learn reading strategies. Parents receive a copy of the "book of the day" for their home libraries. The local book bank also provides books for teachers and families.

One mother noted, "This program has taught me something new. I'm reading better and my children are reading more."

Building relationships with a school or community member takes time and effort. Remember, showing appreciation for your partner's contributions and celebrating your collective successes can strengthen your program and foster student achievement.

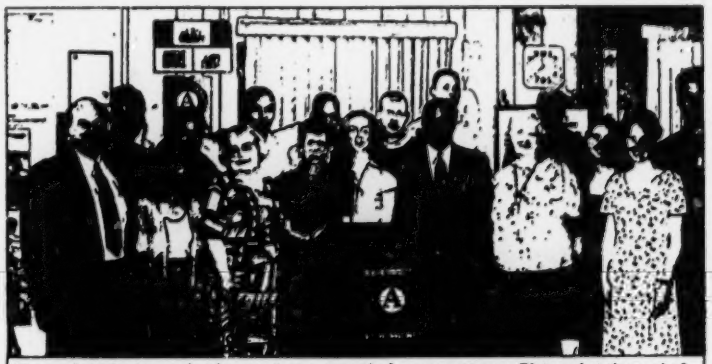
BEST COPY AVAILABLE

Seniors for Schools in Massachusetts

By Sarah E. Torian

"Seniors are an extraordinary resource for service, but they are even more effective when they partner with others," explains Joan Thompson, director of the **Mayflower Retired Senior Volunteer Program** in Brockton, Massachusetts. She should know. Over the past two years, Thompson has witnessed the impact of mobilized and well-trained senior volunteers partnering with other streams of service, community organizations, and schools. This collaboration is **Leaps in Literacy**, the Seniors for Schools project in Boston and Brockton, Massachusetts, where the 101 students improved, on average, nearly three reading levels (based on Jerry L. John's Basic Reading Inventory).

The Leaps in Literacy Seniors for Schools project is a part of a nine-project demonstration program, called **Seniors for Schools**, that enlists the services of men and women over the age of 55 to serve in teams and make a significant contribution to help children learn to read. The eight other Seniors for Schools projects are in Cleveland, Ohio; Kansas City, Missouri; Lake County, Florida; Minneapolis, Minnesota; New York, New York; Philadelphia, Pennsylvania; Port Arthur, Texas; and Portland, Oregon.



Massachusetts Leaps in Literacy is composed of many partners. Pictured at the end-of-year celebration are Senior Corps, AmeriCorps, City Pride, and city project partners.

Getting Started

The Leaps in Literacy work in Boston grew out of MAGIC ME/Boston—now known as Generations, Incorporated. MAGIC ME/ Boston, an AmeriCorps project, brought middle school students into nursing homes to spend time with the residents there.

Building from Generations, Incorporated's strong intergenerational foundation helped Leaps in Literacy get established in the different neighborhoods. For example, Tynan Elementary had been a Generation Club site for many years so there was already a connection in the community. Located in the close-knit community of South Boston, Tynan attracted many volunteers. Many were born in the area and were eager to serve there. Mary Dorion grew up and raised her children in South Boston. After two decades away, she and her husband have returned and she is tutoring in her old neighborhood. "When my children were young I always promised myself that I would give something back. Being a retired special education teacher, this seemed like a good opportunity," says Dorion

A significant relationship supporting Leaps in Literacy's work in Boston is with the City Councillor at Large, Mickey Roache. Roache is also a former resident of the South Boston area and has been very active in connecting Leaps in Literacy to civic groups in the city. "Roache organized a recognition event for local volunteers. He comes to all our events. He is a great supporter," explains Melissa Gartenberg, project director for Leaps in Literacy.

Across Streams and Across Towns

"Leaps in Literacy is special," says Gartenberg, "in that it taps into several Corporation for National Service streams—Senior Corps, AmeriCorps, and VISTA." In the five schools the project serves, two AmeriCorps members and three or four Senior Leaders compose the leadership team. They serve full or part time at the school and receive a small stipend to cover their expenses. They tutor children; they also plan tutoring sessions and manage the administrative duties for the project. Ten to fifteen Reading Coaches™ also serve at each school. These volunteers commit four to six hours of tutoring time each week. "The AmeriCorps members and Senior Leaders plan special projects, community outreach and parties, and serve as the link between the school and the project staff," explains Gartenberg. "This allows the other senior volunteers to spend more time with the children."

In Brockton, located 35 miles south of Boston, the work is coordinated by Gartenberg and a program coordinator based at the **City Pride AmeriCorps** office sponsored by the local YMCA. Kim Lisowski, the Brockton program coordinator, and Gartenberg are offered access to the office space and equipment of the City Pride office. "Being connected with City Pride and the YMCA has really given us a foundation in Brockton," comments Gartenberg. "The YMCA is a well-

established agency and being aligned with it has opened doors for us."

City Pride director John Bengel was a part of the design team that conceived the Leaps in Literacy structure and goals in Brockton and he continues to be a significant partner in its work. "Both City Pride and Generations, Incorporated are small organizations, so we needed to work together," explains Bengel. "City Pride offers a connection to the city and ideas about organization. Generations, Incorporated connected us to the Reading Coaches™ model and to the Seniors for Schools project structure and funding."

Lucy McLoughlin, a senior leader at Huntington Elementary, has seen the cooperation and sharing among her fellow tutors in Brockton. "We learn from each other. Someone might be having a problem that someone else can troubleshoot," she says.

Earning Support from Schools

Their relationships with Bengel and Thompson also helped Gartenberg and Leaps in Literacy become established in the schools. When starting the program, Bengel went to Paul LeVie, a principal with whom he had worked before. "I described the program and asked if he would like to be our guinea pig and help us select another school," says Bengel. LeVie welcomed the project, suggested another school, and even called ahead to pitch the project to that school's principal.

LeVie continues to be a strategic partner. He tried a similar intergenerational program 20 years ago, but the school could not sustain it alone. "This would never have worked with just one sponsor," he says. "It is a team effort—Generations, Incorporated, RSVP, City Pride and the YMCA, and the schools."

Although Leaps in Literacy has not yet received any direct funds from the school system in Brockton, the schools are offering their evaluation expertise next year. "For them to award us funding requires controlled studies of the program, evaluating the results," says Gartenberg. These studies will demonstrate how Leaps in Literacy students' progress compares to other students.

The schools offer encouragement though. Lee Magnussen, a Reading Coach™ at Plouffe Elementary, says, "The support from everyone at the schools—teachers and principals—is great! They welcomed us with open arms. That is important."

Literacy Leaps by Children

The heart of every tutoring project is what goes on between the tutor and the child. A well-trained tutor can give a child the one-on-one support and time needed to become a successful reader. But how can projects provide their tutors with the tools they need to do that?

Leaps in Literacy tutor Catherine Jennings coaches a student in reading.

Leaps in Literacy's answer to that question is the Reading Coaches™ model, designed by Mike Houston. Reading Coaches™ is a one-on-one tutoring model that uses vocabulary and reading comprehension activities to address the individual child's interests and reading ability. Houston is fine-tuning the model and works closely with Leaps in Literacy, providing training, helping them work through glitches, and learning from their suggestions. "We have a lot of give and take," explains Gartenberg. "When we pass suggestions on to him that come from our experiences, he integrates them into the program."

Leaps in Literacy is currently in five schools. But they see the project in a broader context. Bengel explains, "My overall aim in Brockton is, in four or five years, to grow the program to serve all 16 elementary schools. But this is even bigger than that. It is a local, state, and national effort. We are demonstrating the possibility of people working together in the schools."

This profile completes The TUTOR's profiles of the nine Seniors for Schools sites. For other profiles see: Port Arthur, TX (June 1997); Philadelphia, PA (Sept. 1997); New York, NY (Winter 1997); Portland, OR (Spring 1998); Kansas City, MO (Summer 1998); Cleveland, OH (Fall 1998); Lake County, FL (Winter 1998); Minneapolis, MN (Spring 1999).
Photos courtesy of Leaps in Literacy.

Thanks to all programs and program staff who made this issue possible:

Melissa Range, GMAAC, Clarkston, GA
Sue Wierengo, Volunteer Muskegon, Muskegon, MI
Amy Blake, NWREL, Portland, OR
Meredith Oyen, America Reads at MSU, St. Paul, MN
Alison Groene, America Reads at SSU, Marshall, MN
Rileyne Brown, Roseville Reads, Roseville, CA
Richard Cone, USC Readers, Los Angeles, CA
Emma Lattimore, National School and Community Corps, Philadelphia, PA
Melissa Gartenberg and staff, Leaps in Literacy, Boston/Brockton, MA
Jennifer Arndt and Bob Seidel, CNS, Washington, DC

BEST COPY AVAILABLE

How Can Service-Learning Strengthen Tutoring Partnerships?

By Jennifer Arndt and Bob Seidel

Tutoring is usually volunteer service done to benefit learners and their communities. Tutoring should be a partnership between tutor and student. The partnership should also include the teacher, the student's family or household, the school, the tutoring program, and other tutors and students. All of these people and institutions have an interest in the success of the tutoring endeavor. All have something to contribute and something to gain. These relationships might not always be apparent to everyone involved. But if tutoring programs see all involved as learners and teachers, they can illuminate these relationships and strengthen them.

Imagine a situation in which several America Reads tutors and tutees meet with leaders from their community. Together they determine that the community might benefit from communication on local issues that affect residents. The America Reads tutors suggest they work with the students and a community organization to produce a neighborhood newsletter. The tutors help the students with interviews and writing skills. In the process, they discover that one student enjoys creating artwork for the newsletter, while another student enjoys organizing the articles into an attractive layout. Once the newsletter is distributed, local residents begin to contact the students to offer news items, suggestions for interviews, and to place advertisements. The tutors learn more about the students and their community. They find that the interviews often raise questions that lead the tutors and students to the library to learn even more.

In this example, the collaboration that emerges addresses the needs of the tutors, the students, and the community. Tutors find that their understanding of the students is enhanced by working with the community. This knowledge helps them make their tutoring sessions more relevant for the students. At the same time, the students deepen their understanding of their own community, take more responsibility for it, forge new friendships, and find an active role for themselves. They see the value of their time and interests, as well as the skills they are developing. Other community members also begin to see the students in a new light.

One service-learning leader names three essential components of successful partnerships: trust, shared vision, and commitment.

Trust – Service-learning is reciprocal. It empowers both the service-providers and the recipients. For service-learning to work, the tutors have to acknowledge that they do not have all the answers.

Shared Vision – Service-learning addresses the needs of a community as defined by the community. Community members who play an active role in defining a service project will likely contribute to its success. Service-learning is done *with* a community, not *to* a community.

Commitment – Effective service-learning programs understand that neither meaningful learning nor community development happens quickly and easily. Individuals must be committed to their role in the partnership as a tutor or student and should allow sufficient time to see the results of their efforts. At the organizational level, there must be a commitment to the time required to build effective relationships—person-to-person as well as organization-to-organization. Commitment provides the strength to persevere and work through challenges as they arise.

*Principles and Key Components for High Quality America Reads National Service Program Initiatives** emphasizes the value of service-learning in the tutoring environment. As in the above example, the principles of service-learning value the assets, strengths, and experiences that service recipients as well as providers bring to a service relationship. Service-learning stresses activities to strengthen participants' civic responsibility while enhancing both the academic curriculum and tutoring experience of student participants.

In particular, a service-learning focus acknowledges tutoring as a collaboration between the tutor and the tutee, not a "pouring of knowledge or skill from one vessel into another." It offers students the opportunity to learn in new ways. It offers tutors the opportunity to get involved with the community and better understand the students they tutor. Service-learning emphasizes that effective partnerships take cultural differences into account, creating a richer learning experience for everyone.

For more information and materials on service-learning, contact the Learn and Serve America National Service-Learning Clearinghouse or the National Peer-Based Service-Learning Training and Technical Assistance Exchange (See "Service-Learning Resources" on page 2 for contact information.).

Jennifer Arndt is a service-learning intern at the Corporation for National Service and a graduate student in policy studies at Johns Hopkins University. Bob Seidel is Service-Learning Specialist in the Corporation's Office of Leadership Development and Training.

*Copies can be obtained from ETR Associates at 800-860-2684, ext. 142.

How's Our Program Doing?

A Self-Assessment Tool Designed for Use by All Program Stakeholders

Ask key partners (including volunteers) to complete this survey. Provide a blank sheet and ask each partner to jot down specific examples of what your program does for each numbered item.

Building Relationships with Stakeholder Partners: Does Our Program . . .

1. ☐ ☐ ☐ Involve stakeholders (partners) who have something to offer that enriches the relationship?
   Yes Some No
2. ☐ ☐ ☐ Involve stakeholders in planning, implementing, and monitoring the program?
   Yes Some No
3. ☐ ☐ ☐ Have partners at all levels who clearly agree on the mission of the program and on their roles and responsibilities? (Do you have a written "cooperative agreement" or memo of understanding (m.o.u.)?)
   Yes Some No
4. ☐ ☐ ☐ Practice reciprocity? (Does your program have benefits for all partners?)
   Yes Some No
5. ☐ ☐ ☐ Maintain open communication links with your stakeholders?
   Yes Some No
6. ☐ ☐ ☐ Take time to create and maintain a cohesive team (i.e. members, staff, and stakeholders)?
   Yes Some No

Communicating with Key Constituents: Does Our Program . . .

7. ☐ ☐ ☐ Designate a liaison (contact person) for ongoing communication between school/site and program?
   Yes Some No
8. ☐ ☐ ☐ Select tutors based on thier appropriateness for working with children?
   Yes Some No
9. ☐ ☐ ☐ Monitor tutors' effectiveness and provide them with on-going support?
   Yes Some No
10. ☐ ☐ ☐ Provide clear guidelines and liability requirements for adult/child interaction?
    Yes Some No
11. ☐ ☐ ☐ Involve parents and students in planning and in program activities?
    Yes Some No

Setting Realistic Goals: Does Our Program . . .

12. ☐ ☐ ☐ Work toward reasonable, realistic, and achievable goals? (re: number of students served, reading achievement expected?)
    Yes Some No
13. ☐ ☐ ☐ Know our goals and have frequent times set when we measure whether we are meeting them?
    Yes Some No

Facing Our Problems: Does Our Program . . .

14. ☐ ☐ ☐ Seek honest feedback and constructive criticism from stakeholders and the site community?
    Yes Some No
15. ☐ ☐ ☐ Have a process for solving challenges that everyone knows about?
    Yes Some No

Sharing with the Community: Does Our Program . . .

16. ☐ ☐ ☐ Enjoy support from the community?
    Yes Some No
17. ☐ ☐ ☐ Share successes with the community? (Good public relations.)
    Yes Some No

Adapted by SRC-LEARNS from "Growing Your Tutoring Program—A Checklist for Self-Reflection" by Nancy Henry at NWREL-LEARNS.

BEST COPY AVAILABLE

Southern Regional Council
Executive Director Wendy Johnson

SRC Education Programs
Director Marcia Klenbort
Senior Program Officer Anika Jones
Training and Technical Assistance Coordinators Robyn Davis and Gale Greenlee

The TUTOR - Summer 1999
Editor Ellen Spears
Composition Barry E. Lee
Managing Editor/Writer Sarah E. Torian
Technical Assistance David Dreger
NWREL Representatives Leslie Haynes and Amy Blake
Bank Street Representative Judith Gold
CNS Representative Margie Legowski

The TUTOR, like all activities of LEARNS, is funded by the Corporation for National Service.

The TUTOR is produced at the Southern Regional Council

(404) 522-8764 x 24
(404) 522-8791 fax
email: info@southerncouncil.org
internet: www.southerncouncil.org
Visit the LEARNS website:
www.nwrel.org/learns

LEARNS Partners Invite You to Call for Assistance for Your Education Program

Northwest Regional Educational Laboratory: For training and technical assistance in the Western region (AK, AZ, CA, CO, HI, IA, ID, IL, IN, KS, MI, MN, MO, MT, ND, NE, NM, NV, OR, SD, UT, WA, WI, WY).
101 S.W. Main St., Suite 500
Portland, OR 97204
(800) 361-7890; (503) 275-0133 (fax)
email: learns@nwrel.org;
internet: www.nwrel.org

Bank Street College of Education: For training and technical assistance in the Northeast region (CT, DE, MA, MD, ME, NH, NJ, NY, OH, PA, RI, VT).
610 W. 112th St.
New York, NY 10025
(800) 930-5664
(212) 875-4547 (fax)
internet: www.bnkst.edu

Southern Regional Council: For training and technical assistance in the Southeast region (AL, AR, DC, FL, GA, KY, LA, MS, NC, OK, PR, SC, TN, TX, VA, VI, WV).
133 Carnegie Way NW, Suite 900
Atlanta, GA 30303
(877) 253-2767 (toll free); (404) 522-8764, ext. 24
(404) 522-8791 (fax)
internet: www.southerncouncil.org
email: learns@southerncouncil.org

THE LEARNS PARTNERS PROVIDE . . .

- Ongoing **technical assistance** through easy toll-free access to a LEARNS partner (call the partner serving your state (see map) at the numbers listed above
- Limited onsite **training assistance** provided by peer experts in response to district, state, commission, and multi-program requests
- A quarterly newsletter, **The Tutor**, with monographs addressing effective literacy practices
- A LEARNS **web site** with research-based practices and downloadable resources
  www.nwrel.org\learns

LEARNS: Linking Education and America Reads through National Service

The Southern Regional Council is a non-partisan, non-profit organization which works to promote racial justice, protect democratic rights, and broaden civic participation in the Southern United States.

The TUTOR
SUMMER 1999
Southern Regional Council
133 Carnegie Way, Suite 900
Atlanta, GA 30303-1024

Non-Profit
U.S. Postage
PAID
Montgomery, AL
Permit No. 497

BEST COPY AVAILABLE